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ABSTRACT

This is a summative report on a four-year, field-based teacher education course. The goal of this program was to bring into the schools persons from low-income areas who normally would not consider teaching as a career and, through them, to better the education of children from economically disadvantaged families. The trainees first received training as teacher aides, then as teacher assistants, and finally as teacher associates. If they completed the four years of the program, they would receive regular initial certification in elementary education. They could complete any one step and be potentially employable and certified to work in the schools at that position. The mean age of the trainees was approximately 26 years. The program provided a community, field-based model of teacher education in which the trainees had four years of experience in the inner-city classrooms. This was a consortium approach and involved the Department of Educational and Cultural Services of the State of Maine, the Lewiston Public Schools, the University of Maine at Farmington, and the Educational Development Center. In this final report recommendations are presented concerning the philosophy and goals, governance, curriculum and instruction, participants, and research and evaluation of future field-based programs. (JD)

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FINAL REPORT FOR YEAR IV

of the

LEWISTON CAREER OPPORTUNITIES PROGRAM

1973 - 74

Prepared by

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DEDICATION

There were times when it looked like we might not get started....keep moving.... or finish up, had it not been "... with a little help from our friends...":

Kenneth Curtis
Jean Sampson
Henry Bourgeois
Joanne Massey
Althea St. Laurent
Armand Fournier
Richard Bernier

This document was prepared pursuant to a contract between the Maine Career Opportunities Program Technical Assistance Task Force (TATF) with David C. Tilton, the State COP Coordinator acting as agent and Robert J. Drummond, Professor of Education, University of Maine, Orono. The cost of the evaluation was supported by an USOE Technical Assistance Grant to the Maine State Department of Educational and Cultural Services; publication costs were underwritten by the Department's dissemination account.

NOTE: Special thanks to Rose Marie Briggs' 4th grade students for material and art work from "Our Book" and "Our Senses"; and to Michael Charron for his "molecules"....

TABLE OF CONTENTS

ABSTRACT 1

INTRODUCTION 2

SCOPE 3

OBJECTIVES 3

CONTEXT 6
- Training Component 6
- Organizational Structure of COP 7
- Lewiston 8
- University of Maine at Farmington 9
- Procedure 10
- Trainees 11

RESULTS 12
- By Major Objectives 12
- Questionnaire and structured interview results 15
  1. Features of program which worked effectively 16
  2. Features which did not function effectively 18
  3. Features which should be added in other similar programs 21
  4. Unexpected or unanticipated results 23
  5. Strengths and weaknesses of COP in comparison to other programs 25
  6. Additional comments 28

ATTITUDE SCALE 31
- Summary Table 35

RECOMMENDATIONS 38

APPENDICES 41
1. Technical Assistance Task Force members.
2. COP Graduates (Year III and Year IV).
3. COP Staff.
4. Lewiston School Department: Supt., Principals, Team Leaders, & Training Teachers, Year IV.
5. Model Cities.
6. Maine State Department of Educational and Cultural Services.
7. University of Maine, Farmington Administration.
8. Mid-Coast Educational Development Center.
9. Regional and National COP Program Officials.

ABSTRACT

The Career Opportunities Program has been operating in the Lewiston, Maine Public Schools since 1970. The goal of COP was to bring into the schools persons from low-income, inner-city areas who would not normally consider teaching as a career. COP was a step or ladder program. The trainees first received training as teacher aides, then as teacher assistants and finally as teacher associates. If graduated, they would receive regular initial certification as an elementary teacher. The program was conducted in conjunction with the University of Maine at Farmington the last three years of its operation.

Thirty participants were involved at some time or other in the program. Six were early graduates, last year, and 17 graduated this year from the program. One graduated from a different institution as an elementary teacher. Of the remaining six, two were dismissed from the program and four left because of personal or psychological reasons.

The program provided a community field based model of teacher education in which the trainees had four years of experience in the inner city classrooms. The program was a consortium approach and involved the Department of Educational and Cultural Services of the State of Maine, the Lewiston Public Schools, the University of Maine at Farmington and the Educational Development Center. A Technical Assistance Task Force with representatives from all groups was responsible for the planning and functioning of the project and had as a major goal communication between groups.

The program was examined through the perceptions of all the groups involved in the program. There was general agreement by all parties that the model was a viable model of teacher education and that the graduates were well trained. Weaknesses were seen in the aspect of community involvement, selection of trainees and training teachers, evaluation procedures and the types and structure of experiences.

Recommendations are presented concerning the philosophy and goals, governance, curriculum and instruction, participants, and research and evaluation of future field based programs.

INTRODUCTION

The Career Opportunities Program (COP) has been operating in the Lewiston, Maine Public Schools since May, 1970. COP is a federally funded project under the Education Professions Development Act (EPDA).

The major purpose of COP was to train adults from low-income areas to work on instructional teams within the schools in deprived areas. Specifically in Lewiston, three criteria were used to select the candidates. These were:

1. the candidates be residents of the model cities area (inner city)
2. they have low income
3. they have "good health"

Those selected in the Lewiston COP program worked as auxiliary personnel in the inner city schools. The general purpose of the program was two fold:

1. to provide opportunities for adults meeting the above criteria to pursue careers in the field of education; and,
2. to improve the educational opportunities of pupils from the inner city area.

This document is a final evaluation or summative report of the project but covers primarily the period from July 1, 1973 to June 30, 1974.

The cat's name is Richard.

The cat is black and brown.

Richard ran very fast for his food.

Richard's friends name is called Spot.

From "Our Book", Grade 4

SCOPE

The overall goal of COP was to "bring into the school persons from low-income areas who normally would not consider teaching as a career, and through them to better the education of children from economically disadvantaged families."

The program was a step or ladder program. The trainees first received training as teacher aides, secondly as teacher assistants and thirdly as teacher associates. If they completed the four years of the program, they would receive regular initial certification in elementary education. They could complete any one step and be potentially employable and certified to work in the schools at that position.

OBJECTIVES

The original project objectives focused on the community, the school, the teacher training institution, the trainees, and the children as well as the coordination between these groups.

In summary the primary objectives were:

1. to select 26 COP trainees from a group of low-income, Model neighborhood people generally conceded to be high risk college material, providing an example of the "multiple entry routes" approach to gaining access to the teaching profession;

2. to provide a model for the consortium approach to teacher education.
   the institutions involved were the University of Maine at Farmington, Maine State Department of Educational and Cultural Services, and Lewiston School Department;

3. to provide a model of a community centered and field based teacher training program;

4. to reduce the pupil-teacher ratio in model-city classrooms and positively affect the learning outcomes of 700-800 Lewiston children; and,

5. to emphasize the affective as well as cognitive aspects of teacher education through a series of workshops involving the various groups involved in the program.

During the project year 1973-74 the following process and product objectives were established:

1. A two-way chain of command (trainee, teacher, team leader, principal, COP staff, Central Administration) will be established and followed.

2. A clearer and stronger administration from the COP office will be developed.

3. a) Time and commitment to regularly scheduled team planning meetings will be established.

   b) Reports of team meetings will be prepared by Team Leaders and distributed to all teams, principals, and Central Administration.

4. Trainees will take responsibility for their own program-related actions.

5. Trainees will demonstrate a commitment to school.

6. Elements of the COP program replicable as teacher training alternatives will be developed.

7. School team units will operate smoothly and efficiently.

8. Honest and straight evaluation and feedback will be given to trainees.

9. COP will structure academic offerings to allow maximum carryover in classroom experiences.

10. COP will select instructors regardless of institutional affiliation.

11. COP will select instructors on basis of ability to tailor instruction to meet needs of students in internship situation.

12. Team leaders will facilitate communication between trainees and training teachers.

13. Team leaders will establish a relationship with principals.

14. Team leaders will act as a liaison with the COP office.

15. Team leaders will be responsible for trainees'/teachers' feedback and program.

16. Trainees will demonstrate professional attitudes.

17. Trainees will demonstrate adequate teaching skills.

18. Training teachers will conduct monthly trainee evaluations.

OBJECTIVES
continued

~~19. Training teachers will model adequate teaching skills.~~

20. Training teacher will upgrade trainees' teaching skills.

21. Principals will conduct informal, formative trainee evaluations.

22. Principals will demonstrate a commitment to agreed expectations.

23. COP staff will conduct final trainee and program evaluation.

24. COP staff will demonstrate commitment to agreed expectations.

25. COP staff will prepare for COP termination.

26. COP will contract for a sequential training program for the period May 18, 1973 through June, 1974.

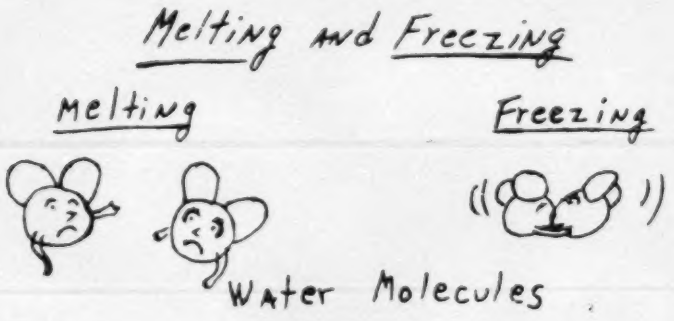
27. A two-day team development workshop will be conducted by Mid-Coast Educational Development Center (MEDC) for the Technical Assistance Task Force (TATF).

28. MEDC will conduct an all day group dynamics workshop for TATF and trainees.

29. A five day training and Staff Development workshop will be conducted by MEDC for TATF, team leaders, administrators, and trainees.

30. A series of 9 monthly workshops will be conducted by MEDC for teachers, trainees, team leaders, TATF, administrators and COP staff.

31. MEDC will provide 3 man days per month of follow-up maintenance for 9 months.



CONTEXT

TRAINING COMPONENT

Training for the COP participants was provided primarily by the University of Maine at Farmington. During the first year of the project, however, the University of Maine at Gorham was the cooperating school. The Division of Experimental Studies at Farmington was home base for the program the second year. The Elementary Education Division became the sponsoring department the last two years. The COP director and staff arranged for the off campus courses that were offered for the COP students.

Students worked 20 hours per week as aides and trainees in the classroom and took 6 to 9 semester hours of credit each semester in the late afternoon or evening and 6 to 12 hours of course work during the summer. A small proportion of credits were taken on the campus at Farmington during summer session. Primarily the courses were arranged as off campus courses at Lewiston or Auburn. Some students utilized certain courses offered by the University of Maine at Augusta.

The majority of courses were taught by faculty members either at or approved by the University of Maine at Farmington. The criterion for selecting the instructors was their ability to gear the courses to the needs of the trainees who were working within the school as aides or assistant teachers and who were involved in instructional tasks of varying degrees, depending upon their ability to perform these tasks.

The trainees had to meet the academic requirements of students on campus enrolled in the elementary education program at Farmington.

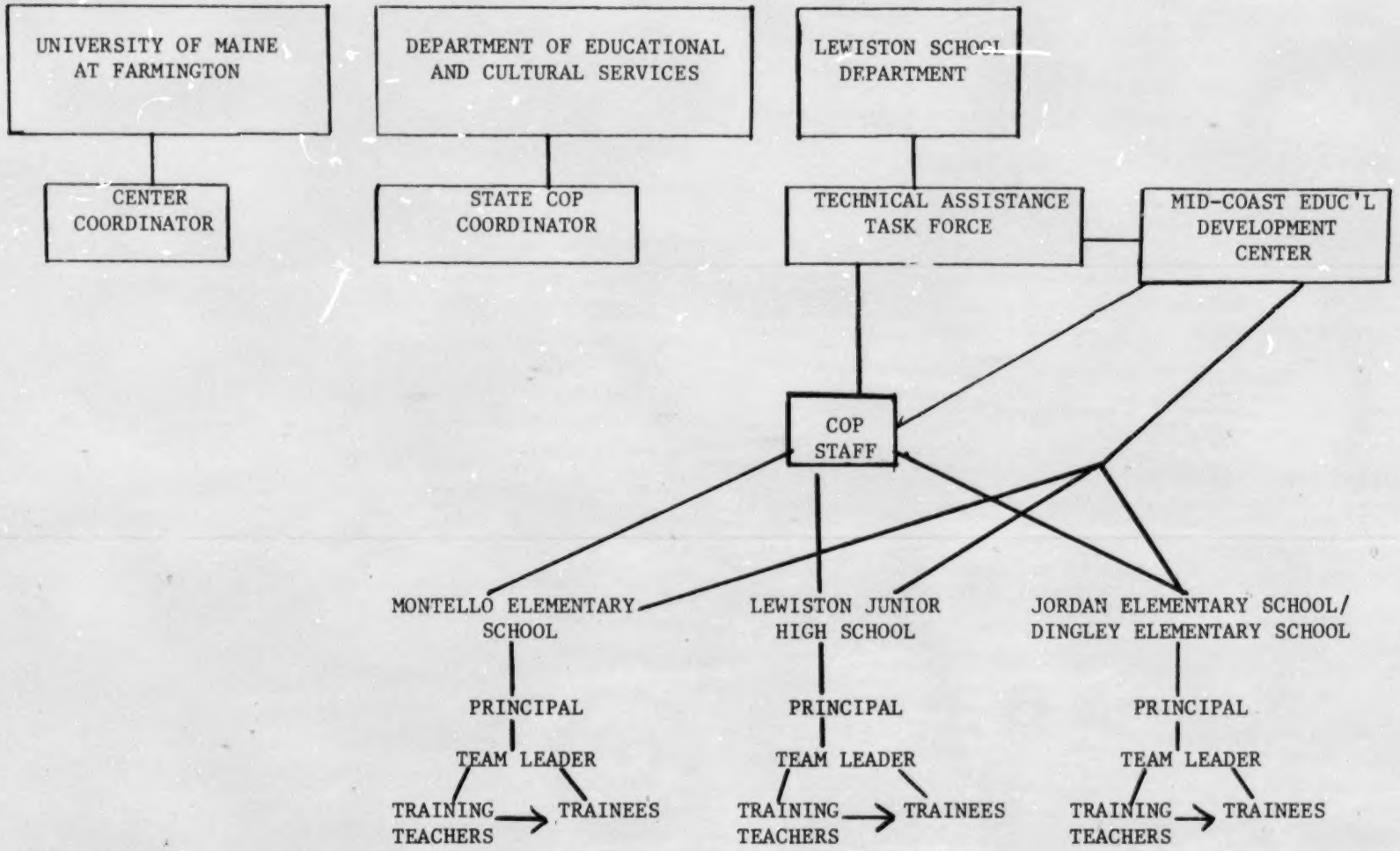
The Mid-Coast Educational Development Center was hired from May, 1973 through June, 1974 to provide a training program on staff development and the process of learning. The program dealt with personal growth, interpersonal relationships and group dynamics as well as methodology and techniques of teaching. Workshops were held for the task force members and trainees; team leaders and school administrators; and monthly workshops during the year for trainees, and training teachers.

There were specific behavioral goals for the trainees which were concerned with (1) taking responsibility, (2) self-image, (3) openness, trust, honesty, give-and-take and risk taking, (4) relationship of covert wants and overt behavior, (5) flexibility, (6) sense of self-knowledge and self-value and impact of others, (7) cognizance and acceptance of cultural differences, (8) cognitive understanding of group and personal interactions and (9) involvement and pleasure in learning.

The organizational structure of COP is presented in Figure 1. Emphasis during the 1973-74 project year was on chain of command and more effective administration of the program.

FIGURE I

ORGANIZATIONAL STRUCTURE OF COP



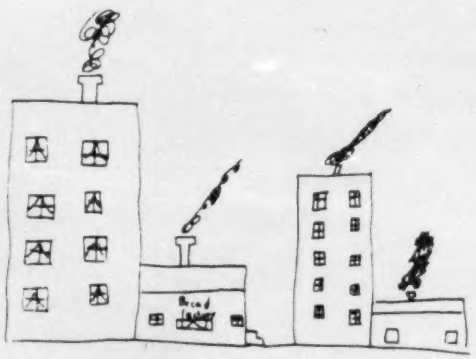
LEWISTON

Lewiston is located in southwestern Maine in Androscoggin County thirty-five miles north of Portland. The city is a manufacturing and commercial center with a population in 1970 of 24,779. Textile, electronic equipment, leather novelties, shoes, lumber, brooms and cigars are some of the products produced by industries in Lewiston. The city was founded in 1770 and is now the second largest city in Maine.

In Androscoggin county the unemployment rate in 1971 was 10.9%. Thirty-eight percent of the families earn less than $7,000 per year. The median income was $8,273.

In 1971 the school appropriations were $3,889,075 with the total operating costs per pupil of $447.27. The tuition rate for elementary pupils was $498.06 and for secondary $685.73. The average daily membership for K-8 was 4,429.32 and for 9-12 was 2,204.68. There are 326 professional staff members employed in the district in the twelve schools.

The three inner city schools used by COP during the 1973-74 school year were Montello Intermediate School (6-7) which has 1096 students and 41 staff members, Lewiston Junior High School which has 1,241 students and 64 staff members, Jordan Elementary (1-5) which has 457 students and 18 staff members and Dingley Elementary School (2-5 + Special Education) which has 117 students and 6 staff members.



Buildings and factories make smoke.

Dirty air comes from chimneys.

Bread smells good right from the factorie.

Cookies smell good when mother makes them.

You need a nose to smell.

From "Our Senses", Grade 4

UNIVERSITY of
MAINE at
FARMINGTON

The University of Maine at Farmington is located in Farmington, the county seat of Franklin County. The population of the town of Farmington is 5,000.

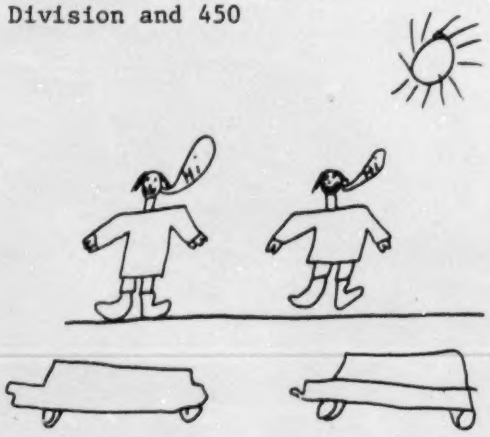
The University of Maine at Farmington was established as Farmington State Normal School in 1863 by act of the state legislature and was the first public normal school in Maine and the sixth in the nation. From 1864 to 1883 the institution operated as a two year normal school. In 1883 a third year of "advanced course" was added. The last two year diplomas were awarded in 1905. The programs were expanded to 4 years.

In 1945 the name was changed to Farmington State Teachers College and then in 1970 became the University of Maine at Farmington.

Besides the elementary and secondary education programs, home economics, special education, speech therapy and vocational rehabilitation are some of the specialty programs in addition to a four year liberal arts program leading to the Bachelor of Arts degree. There are 22 different degree programs offered.

Two year programs are available to train child development specialists and associate teachers of mentally retarded children.

The campus is accredited by the New England Association of Schools and Colleges and by the National Council for Accreditation of Teacher Education. Full time day enrollment for the 1972-73 college year was approximately 1380 students. Around 500 individuals take courses through the Continuing Education Division and 450 enroll in the annual summer session.



The people are talking.

The horn on a car goes HONK! HONK!

The boy is saying ssh-ssshhh!

The car brakes go Screeeeeeeeech!

The wind goes WHOOOOOOOOOO!

From "Our Senses, Grade 4

PROCEDURE

The final evaluation report was based upon an extensive review of project documents, a structured interview schedule, an open interview schedule, an opinion scale related to project objectives, and an attitude scale focused on courses preparing students for teaching.

The structured interview schedule was administered to the trainees, training teachers, team leaders, technical assistance task force members, and school administrators in the targeted schools. Eighteen, or thirty-six percent, of this group were interviewed personally. The others, including the six early graduates, were asked to complete the form themselves and mail it to the evaluator. The participants were asked to not include their names on the instruments but to just check the category of their involvement (i.e. trainee, training teacher, etc.). Twenty of thirty, or sixty-seven percent of the group not personally interviewed, returned the questionnaire as of the time of writing the final report.

The attitude scale consisted of 40 statements dealing primarily with the objectives defined by the Technical Assistance Task Force for the final year of the project. Again the respondents were asked to complete this anonymously and mail it back to the evaluator. The instrument was a Likert type scale. The respondents were asked to read each statement and decide upon their degree of agreement on a five point scale from "strongly agree" to "strongly disagree".

A third instrument was administered to trainees only. The trainees were given a fifty-two item scale on which they were asked to react to how helpful the courses were they have taken to prepare them for teaching. The instrument was a Likert scale in which they responded to the items from "1" if the course or area was of no value to "5" if the course or area was of tremendous value. Twelve, or fifty-two percent, of the trainees returned this instrument.

The six early graduates were mailed these three instruments.

An open interview was also held with a number of people having limited but personal knowledge of the program.

TRAINEES

Thirty participants were selected and involved at one time or another in the Career Opportunities Program (COP) from 133 applicants. Of the trainees 16 were male, 14 female. A distribution of age by sex is presented in TABLE I.

TABLE I

Age and Sex Distribution of
the Participants in the Program

AGE	M	F
50-54		1
45-49		
40-44		
35-39		1
30-34	1	
25-29	9	5
20-24	4	5

The trainees ranged in age from 19 to 47 when they started the program. The age range of male trainees this year is from 22 to 34 with the median age of 25. The age range of females who were involved in this program was 22 to 51 with the median age of 26. The mean age of the trainees this year is 25.85.

One third of the thirty who were involved at some time were veterans from the armed services. Thirty percent of this group were originally high school dropouts who either in the service or through testing in Maine had received their high school equivalency diploma. Approximately 25% of the group had had some previous work at college but for financial, personal or academic reasons dropped out.

About half of the group were employed at the time of being accepted in the program although some were not working in steady jobs. Some of the job categories of those employed were construction worker, sales worker, general office clerk, short order cook, payroll clerk, laborer in chemical processing plant, sheet metal worker, machinist, secretary, waitress, electronics, mechanic, die cutter, head start aide, last picker, seamstress, plumber and receiving clerk.

RESULTS

In this section each of the major objectives will be reviewed. The first objective was to select 26 COP trainees from a group of low income, model neighborhood people generally conceded to be high risk college material, and provide an example of the "multiple entry routes" approach to the teaching profession.

Thirty individuals were participants in the program during the course of the funding. Six were early graduates and graduated in 1973. These six received regular initial certification in elementary teaching and were employed during the 1973-74 school year. Seventeen remained in the program during 1973-74. All seventeen graduated at the May commencement of the University of Maine at Farmington. Seven did not complete the program. Of the seven, five dropped out of the program. One of the five completed his undergraduate teacher education program at another campus of the University of Maine. Two found that through their experiences in the program they preferred not to be in education as teachers, teacher assistants or aides. Two others left because of psychological problems. The remaining two of the 30 involved in the program were asked to leave because of psychological problems also. In summary, four of the seven had psychological problems which interfered with completion of the program, two had conflicting career interests and one graduated from another institution.

None of the participants who terminated their program entered the field of education as teacher aides or teacher assistants. The feeling of the remaining 23 was that they wanted to graduate and be fully certified.

The distribution of grade point averages of the seventeen enrolled in the program during 1973-74 is presented in Table 2. The range of GPA was from 2.0905 to 3.7000. The median average was 3.040, the twenty-fifth percentile was 2.497 and the seventy-fifth 3.325.

As of August 26, 1974, 11 of the 17 had jobs in teaching for the 1974-75 academic year. The six early graduates were employed in Lewiston, five in the public school system, one in the parochial schools.

TABLE 2

Cumulative Grade Point Averages of 17
1973-74 COP trainees at the
University of Maine at Farmington

AVERAGE	FREQUENCY
3.70-3.79	1
3.60-3.69	2
3.50-3.59	1
3.40-3.49	
3.30-3.39	1
3.20-3.29	1
3.10-3.19	1
3.00-3.09	2
2.90-2.99	1
2.80-2.89	
2.70-2.79	
2.60-2.69	1
2.50-2.59	3
2.40-2.49	
2.30-2.39	1
2.20-2.29	
2.10-2.19	1
2.00-2.09	1

Objectives two and three relate to COP serving as a model for a consortium approach to teacher education and providing a community centered and field based teacher training model. First of all, the consortium approach was utilized. The Maine State Department of Educational and Cultural Services had a field representative, the State COP Coordinator who worked several days a week on site. He was a member of the Technical Assistance Task Force and also helped in the supervision of COP trainees and regular student teachers of the University of Maine at Farmington. The University of Maine at Farmington, besides providing faculty support for the required courses, had the Lewiston Student Teaching Center Director supervise COP trainees and be a member of the Technical Assistance Task Force. One of the full time COP staff members was a liaison person between COP and Farmington and greatly aided the academic advisement of students and cut the "red tape" involved. The Technical Assistance Task Force also had representatives from the Lewiston school department. The three principals as well as the three team leaders at each school were involved. The two full time COP staff members were also members of the Technical Assistance Task Force. The Technical Assistance Task Force had one trainee representative elected by the trainees.

The consortium model was perceived by all groups as an important component in the program and necessary for future teacher education programs. Communications were not always as open as they could have been between the groups. The roles and functions of each group were not clearly defined or understood. For specific comments on the program and attitudes toward the program see section on Interview Results page 15.

The field based teacher training component was viewed as successful by all groups. The participation of trainees in the schools in different role capacities during the four years of their program was viewed as one of the strengths of the system. The second major asset was having courses when teaching. Translation or transfer was enhanced by this arrangement. Most groups felt the trainees had much more poise, greater knowledge of methods and materials than student teachers from traditional teacher education programs. All groups felt that the model had possibilities and should be adapted or adopted by other teacher training institutions. (For more detailed comment on the model see section Interview Results page 15.) Changes were suggested in organization of course and practicum experiences because the approach used in COP was viewed by the groups as presenting too heavy a load for the trainees. Improved procedures for selecting cooperating teachers and trainees were suggested. More inservice training of cooperating teachers, team leaders, and school administrators was viewed as necessary. The participants felt that there could have been more and better community involvement in the program.

The fourth objective was concerned about reducing the pupil-teacher ratio in model city classrooms and positively affecting the learning outcomes of Lewiston children.

No formal assessment was made of the attitudes of students for this final evaluation report. Teachers reported that having trainees in their classrooms helped them individualize instruction more and that they could team with the trainee to improve instruction. The administrators within the system reported this as an outcome of the program.

The fifth objective was to emphasize the affective as well as cognitive aspects of teacher education through a series of workshops involving the various groups involved in the program. The trainees reported for the most part that they gained in self-confidence and self-concept. Some teachers reported that the workshops helped in developing openness and communication among groups within the program. Less than 20% of the individuals felt that the sessions were a waste of time, not valuable, and should not be required or a part of the program.

STRUCTURED INTERVIEW RESULTS

The interview schedule was designed to provide information for groups or individuals interested in establishing a field based, community centered, consortium type teacher education program. Specifically, the respondents were asked:

1. If you were asked by an individual setting up a program similar to Lewiston COP, what features of the program would you suggest that have worked effectively?

2. What aspects of the program did not function effectively and should be avoided or eliminated in other similar programs?

3. What aspects or features not a part of the COP program should be considered for tryout in other similar programs?

4. Were there any unexpected or unanticipated results in the program?

5. In comparison to other types of teacher training programs you are familiar with, what are the strengths and weaknesses of the Career Opportunities Program?

6. Additional comments.

The results are summarized in order of frequency of mention. The item listed first was reported most frequently by members of that group. The results are also by categories of participation in the program. Trainees, training teachers, team leaders, school administrators, technical assistance task force members (not included in dual categories) Mid-Coast Educational Development Center staff members and University of Maine at Farmington staff members. Thirteen of 17 trainees, 9 out of 17 cooperating teachers, 3 out of 3 team leaders, 6 out of 6 administrators, 6 out of 6 technical assistance task force members not included in the other categories, 2 out of 3 Educational Development Center staff members and 3 of 6 University of Maine staff members responded to the questionnaire.

FEATURES OF PROGRAM WHICH WORKED EFFECTIVELY

Question:

If you were asked by an individual setting up a program similar to Lewiston COP, what features of the program would you suggest that have worked effectively?

Group Responses (in order of decreasing frequency)

TRAINEES

1. Being in the classroom four years.
2. Working in the classroom while taking courses. Immediate feedback from college courses. Being able to transfer theory into practice.
3. Communications between staff and trainees. Good rapport.
4. Individualization of program. Being able to choose courses to meet personal needs.
5. Sensitivity training. Helped understand others and self.
6. On the job experience aids in making vocational decision.
7. Having courses on location. Not having to travel.

COOPERATING TEACHERS

1. Classroom experience for four years.
2. Communications between groups. Team meetings. Workshops. Feedback meetings.
3. Flexibility of program.

TEAM LEADERS

1. Work experience and classroom exposure over four years.
2. Variety of experiences.

SCHOOL ADMINISTRATORS

1. Daily classroom work experience over the four years. On the job training.
2. Communications between groups. Teaming, staff relationships. Planning sessions between teachers and trainees workshops geared to individual needs.
3. Counseling services for participants.

TECHNICAL ASSISTANCE TASK FORCE

1. Field Experience. Extensive real classroom/student contact with options for taking responsibility. Lots of chance to see models (positive and negative) in action.

2. Counseling. Ombudsmanship by staff (cutting red tape and problems).

3. Individualization of program.

4. Governance. Wide based representation of advisory council.

EDUCATIONAL DEVELOPMENT CENTER

1. Constant varied contact with a variety of children in a variety of settings.

2. Multiple involvement: State Department of Education, University of Maine at Farmington, Lewiston School District and COP staff.

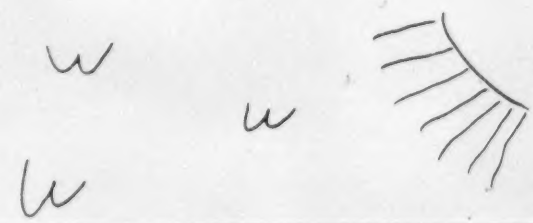
3. Communications. Team building. Emphasis on direct and indirect attention to the facilitation of communication.

UNIVERSITY OF MAINE AT FARMINGTON

1. Combination of teaching at source and work at the same time.

2. Continuing experiences with learners.

3. Student responsibility for seeking more learning experiences.



The trees are prickly.

The birds are smooth.

The house is bumpy.

The motorcycle is bumpy.

The grass is rough.

From "Our Senses", Grade 4

FEATURES WHICH DID NOT FUNCTION EFFECTIVELY

Question:

What aspects of the program did not function effectively and should be avoided or eliminated in other similar programs?

Group Responses (in order of decreasing frequency)

TRAINEES

1. Sequence of courses. Little application of courses with experiences first two years of program. Lack of orientation and preparation for what was expected.

2. Too many demands. Sometimes hard to work and study. Hard on family and self as well as for preparing for teaching. School personnel "expected" more than 20 hours of work. Too many meetings.

3. Lack of campus exposure. Missed social and cultural aspects of college life and competition with regular students.

4. Selection and preparation of cooperating or training teachers. Lack of adequate supervision. Lack of understanding of teachers of their role.

5. Too limited experience. Experiences primarily in inner city schools.

6. Lack of definite role expectations or requirements for trainees.

7. Sensitivity training should not be required by all.

COOPERATING TEACHERS

1. Irrelevant workshops not based on needs of participants.

2. Poor screening of trainees.

3. Too much guidance. Overprotection of candidates.

4. Poor administration of program. Lack of planning time. Inadequate role specifications and line and staff organization. Group concept belabored and artificial.

5. Too heavy load for trainees.

TEAM LEADERS

1. Poor screening of trainees.

2. Inadequate communications. Chain of command not effective. Poor communication between program staff and school administration.

TEAM LEADERS (Con't)

3. Poor screening of training teachers.

4. Lack the development of adequate academic and social background of the trainees.

5. Academic level too heavy while trainees worked.

SCHOOL ADMINISTRATORS

1. Inadequate screening of trainees. Screening was more like an interview for employment - didn't involve academic skills.

2. Lack of cultural exposure for trainees. Little exposure for trainees. Little exposure to campus culture and regular college students.

3. Too provincial. Insufficient community understanding. Need for better public relations.

4. Too early exposure to sensitivity training. Need for trainees to have knowledge of basic skills which would teach the trainees how to work with students.

5. Lack of coordination among various elements in the school system with an accompanying awareness of the functions and responsibilities of each.

I have a little green car.

The car's name is PaPata.

The car has a red seat.

The car has an orange driver wheel.

The car has eyes.

The car has black tires.

From "Our Book", Grade 4

TECHNICAL ASSISTANCE TASK FORCE

1. Lack of exits in program. No real career lattice.

2. Inadequate translation from the "academic" course work to instructional sequence with kids. Need for feedback roles for the academic instructor. Most courses were not field based and were taught in the traditional manner.

3. Poor selection of training teachers.

4. Too heavy work load for trainees.

5. Segregation of trainees. Not integrated sufficiently with the regular college program.

6. Lack of communication between COP and school. Inadequate specification of roles.

EDUCATIONAL DEVELOPMENT CENTER

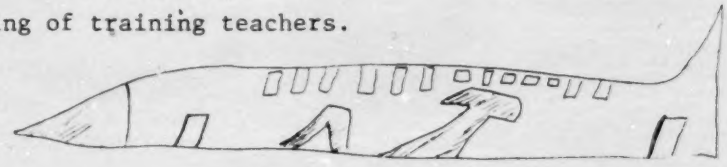
1. Inadequate specification of roles between groups. Better initial cooperation, communication, and planning among the parties especially between COP and the Lewiston School System. Expectations of and by the trainees should have been clearer earlier.

UNIVERSITY OF MAINE AT FARMINGTON

1. Too heavy work load for trainees. The energy required for teaching did not always leave much for studying, especially for classes three hours in length.

2. Too unstructured field experiences which partially led to bad habits and inappropriate attitudes.

3. Inadequate screening of training teachers.



This underwater submarine goes nine hundred miles a minute.

The sub's name is "Kung Fu".

The front is rubber, so if it hits something, it will bounce off.

The submarine is blue.

From "Our Book", Grade 4

FEATURES WHICH SHOULD BE ADDED IN OTHER SIMILAR PROGRAMS

Question:

What aspects or features not a part of the COP program should be considered for tryout in other similar programs?

Group Responses (in order of decreasing frequency)

TRAINEES

1. More career choices available and/or program options than just elementary education.

2. Broader experiences in different types of schools.

3. Different sequence of courses. Initially more courses applied to work experience, then followed by liberal arts requirements. Spreading out the program over a longer period for some trainees.

4. Closer and broader supervision the whole four years of the program.

5. Experiments in the content as well as arrangement of courses. Involvement of training teachers as well as cooperating teachers in course work. Courses in politics of education, surveying of the community, instructional media, etc. More courses on campus. More group session - rap as well as study sessions. More social sessions.

COOPERATING TEACHERS

1. Broader experiences. Spreading out program in different schools and different districts.

2. Through specification of roles for all parties. Better supervision.

3. Different types of administrative organization of program. For example, 9 weeks of classes, 9 weeks of experiences in the schools.

4. Training for cooperating teachers. Free time for them to observe others in the program and visit other schools.

5. More complete screening. Personal as well as academic. Interest, attitude, as well as cognitive skills should be taken into consideration.

TEAM LEADERS

1. Wider exposure to different levels, different schools. Non traditional approaches to education.

2. Screening of cooperating teachers.

3. Training for cooperating teachers.

4. Alternate administrational organization of courses and experiences.

5. Establish chain of command.

SCHOOL ADMINISTRATORS

1. Wider experiences in other settings.

2. Provision for course credit through examination.

3. Combination of all methods courses into a practical skills course given early in the program.

4. Training of support personnel, ex. training teachers, team leaders.

TECHNICAL ASSISTANCE TASK FORCE

1. Involve the college faculty in the public school program or develop a resource and support system which would enhance feedback on translation.

2. Training of cooperating teachers. Develop resources and support system for the cooperating teacher to become a better training teacher model.

3. Candidates should represent a wide range of social and cultural backgrounds rather than a narrow range.

4. Career guidance and self-awareness components should be included.

5. Goal selection for program should be realistic not idealistic.

EDUCATIONAL DEVELOPMENT CENTER

1. Training of cooperating teachers. A very careful objective selection of training teachers who have been trained to train. The job of training teacher should be made so attractive that there are a significant number to choose from.

2. More honest feedback between training teacher and trainee, from administration to trainee about their (trainee) status, administrative expectations, chance of employment, etc.

UNIVERSITY OF MAINE AT FARMINGTON

1. Involving qualified faculty who are in the area. Travel from campus to centers hinders faculty performance at times.

UNEXPECTED OR UNANTICIPATED RESULTS

Question:

Were there any unexpected or unanticipated results of the program?

Group Responses (in order of decreasing frequency)

TRAINEES

+ Positive

1. Helped build up self-concept, self-growth and understanding.

2. Helped build self-confidence.

- Negative

1. Being labeled as COP trainee. Harder to prove self. Too much exposure. Idea of being called a trainee sets you apart from the group.

COOPERATING TEACHERS

+ Positive

1. Learned about teaming.

2. Learned about new techniques and materials.

3. Helped individualize the classroom more.

- Negative

1. Generalization of negative attitudes toward COP trainees because of behavior of some.

2. Lowering of standards so that some COP students could make it.

TEAM LEADERS

+ Positive

1. Teachers learned new techniques.

2. Trainees helped individualize instruction in the classroom.

TEAM LEADERS (Con't)

- Negative

1. Generalized negative attitude toward COP trainees.

2. Unavailability of jobs.

SCHOOL ADMINISTRATORS

+ Positive

1. Change of attitudes and feeling of in-system faculty. Trainees helped motivate teachers.

2. Better understanding by teachers of the use of aides and trainees. Greater skills in the use of them.

3. More available "hands" for programs.

- Negative

1. Overexposure of COP trainees. Four years is a long time to be working with the same people in a training role.

TECHNICAL ASSISTANCE TASK FORCE

+ Positive

1. More positive self-image in the trainees.

2. Development and acceptance of pride and responsibility in trainees.

- Negative

1. Inadequate development of university and state department contacts and commitments.

EDUCATIONAL DEVELOPMENT CENTER

+ Positive

1. Increased skill on the part of training teachers from exposure to trainees.

2. More individualization of instruction from the availability of trainees.

- Negative

1. Some training teachers were threatened by trainees and performed competitively with them in the classroom.

UNIVERSITY OF MAINE AT FARMINGTON

+ Positive

1. Students pressed faculty harder because they had immediate problems and could make immediate applications and made the experience more rewarding.

2. More students completed the programs than expected when considering they were high risk students.

STRENGTHS AND WEAKNESSES OF COP IN COMPARISON TO OTHER PROGRAMS

Question:

In comparison to other types of teacher training programs you are familiar with, what are the strengths and weaknesses of the Career Opportunities Program?

Group Responses (in order of decreasing frequency)

TRAINEES

+ Strengths

1. On the job training.

2. Chance to make immediate application of learning in courses to the classroom.

3. Classroom exposure from beginning of program. Helps career choice earlier.

4. Can establish better rapport with more confidence than students from traditional programs because of extensive classroom experiences.

5. Know more about methods and materials from work with a variety of teachers and experiences.

- Weaknesses

1. Lack of contact with campus culture and life.

2. Too much guidance and support for individuals in COP.

3. High cost compared to traditional programs.

4. Less supervision, control and requirements than for traditional program.

COOPERATING TEACHERS

+ Strengths

1. Better able to understand data presented to them than students in traditional college programs.

2. Better experiences for both the trainee and teacher. Better support team.

3. More time for trainees to get to know pupils and programs than traditional student teachers.

- Weaknesses

1. Lack of specific requirements and role specifications for participants.

2. Too many demands for COP students. Work plus courses and study and preparation take much time and energy.

TEAM LEADERS

+ Strengths

1. More self-concept, poise.

2. Better understanding of children.

3. More methods from classroom experience.

- Weaknesses

1. Lack of development of social attitudes.

2. Lack of campus exposure.

3. Got to know COP students too well.

SCHOOL ADMINISTRATORS

+ Strengths

1. Daily classroom work, practicum.

2. Continuous support and counseling given trainees.

3. Early and continuous exposure.

- Weaknesses

1. Not as rigid screening and selection of the participants.

2. Too costly.

3. Failed to develop independence and self-evaluation on part of some trainees.

TECHNICAL ASSISTANCE TASK FORCE

+ Strengths

1. See real problems teachers face.
2. Become aware of power politics and role of school personnel.
3. Early contact with kids - on the job training.
4. Could make immediate application of methods.

- Weaknesses

1. Lack of campus culture and involvement.
2. Lack of feedback in "translation".
3. Over protection of trainees.

EDUCATIONAL DEVELOPMENT CENTER

+ Strengths

1. Early and deep and continuous experiences with children - on the job training.
2. Variety of experiences.

- Weaknesses

1. Too heavy load.
2. Inadequate public relations.

UNIVERSITY OF MAINE AT FARMINGTON

+ Strengths

1. Trainees stimulated faculty because they had extensive classroom experience.
2. Contact of trainees with learners.

- Weaknesses

1. Lack of contact with college

ADDITIONAL COMMENTS

TRAINEES

1. On the job training is the best method of preparation. College should utilize more hands on experiences earlier.

2. COP reshaped my whole life. I never would have gone to college.

3. You have a large amount of experience in the schools and know what grade you want to teach and where you want to teach.

4. Students in traditional programs should be placed in the classroom earlier.

5. Professors are out of contact with reality. They should get back into the elementary and secondary classroom.

6. When people talk about college life, I feel withdrawn. I felt like a practice teacher for four years. There was a lack of campus life. I would have had the best of both in the program.

7. The three years I spent in COP were three of the most important years of my life.

8. There should have been a commitment for jobs. Why train people for teaching when there is no philosophy!

9. The staff of COP was excellent. If we needed advice or help in our studies, we got it. If our courses came at difficult hours for transportation, we had car pools. These may seem very small, but to us at the time we needed help and we got it. We became friends as well as staff and trainees.

COOPERATING TEACHERS

1. The present programs of teacher training are not only inadequate but quite unrealistic in the light of present day teaching pressures.

2. I hate to see it end! It has been a valuable experience for teachers, trainees and students.

3. COP should be instituted right in with teacher education at all university branches and campuses.

4. I had both student teachers and trainees. Trainees are far superior. Student teachers can't handle the problems.

5. I don't like the way the program ended. There was no real follow-up. There should have been a sharing of experience.

6. Idea fantastic. I think it was great.

7. There needed to be more community involvement.

8. The central staff should have gotten to know teachers better.

TEAM LEADERS

1. Good alternative to traditional program.

2. Overall I was impressed with the program. They did a good job. COP did the system good.

3. I would like to see COP picked up by colleges.

SCHOOL ADMINISTRATORS

1. I consider the program to be our most successful. It has changed the lives of everyone it touched - trainees, teachers, administrators and children.

2. Everyone has changed attitudes to more positive feelings, more maturity and understanding.

3. The program might be considered far too costly, however, I don't know who could be the judge when we consider the value of the opportunity extended to 25 individuals who never had it before.

4. Potential of an excellent program with selection of high caliber candidates, administrators and teachers. Unfortunately, school dropouts are not my idea of teacher potential.

5. The trainees were over protected by the COP office. Original screening should have been more extensive and screening out should have been done.

6. The term "employability" entered the trainee's vocabulary too late in their training to overcome some negative traits.

TECHNICAL ASSISTANCE TASK FORCE

1. I am sure some modifications are necessarily financially and timewise, but certainly a modified program is better than the present institutional methods of degree attainment.

2. I think COP is the best teacher training program in the state, flawed though it is. Had COP been able to identify superb teachers in a larger geographical area with whom the trainees could have worked instead of placing the burden for change within the Lewiston inner-city classrooms, the program could have turned out more sterling products.

EDUCATIONAL DEVELOPMENT CENTER

1. In general COP concept is an excellent model of teacher training and in particular the Lewiston COP did a fine job under difficult circumstances.

UNIVERSITY OF MAINE AT FARMINGTON

1. It was a pleasure to be involved in it. The students were most willing and quite outspoken. They would not hesitate to inform you if things were not going well. My program in mathematics was individualized and since the students had varying backgrounds it seemed well suited for them. I have no negative comments - the people involved were most helpful and cooperative.

The sun is bright.

The man is selling hot dogs.

The stand is big.

The orange drinks taste sweet.

The mustard is hot.

From "Our Senses", Grade 4

ATTITUDE
QUESTIONNAIRE

Thirty five individuals responded to the attitude questionnaire on the objectives and goals of COP. Eleven of the respondents were trainees; nine, training teachers; 3, team leaders, 6 school administrators; 4, Technical Assistance Task Force members and 2, staff members from the Mid-Coast Educational Development Center. The responses are summarized in Table III. In the table, the percentage of responses might not add up to 100 to a given item if some individuals did not respond to the item. The percentages are based upon the total N of the respondents. Only on two of the items were there significant differences of perceptions of the groups responding, item 19 and item 21. Chi square values were significant at the .05 level.

Item 19 stated that the school principals facilitated the success of the COP program, 45% of the trainees, 67% of the team leaders and 50% of the technical assistance task force disagreed or strongly disagreed, while zero percent of the training teachers, school administrators, EDC staff members disagreed.

Item 21 stated that the evaluation feedback from the principals to the trainees was an effective component of the program. Again 45% of the trainees, 67% of the team leaders and 75% of the technical assistance task force disagreed. Eighty-three percent of the school administrators and 55% of the training teachers agreed as compared to only 27% of the trainees.

Zero percent of training teachers, school administrators, or EDC staff disagreed or strongly disagreed. A third of the administrators as well as 55% of the training teachers agreed as compared to only 18% of the trainees.

Ninety-four percent of the respondents felt that teaching competencies can be better learned in the public schools in working with teachers and students than in the college classroom. Ninety-one percent of the sample agreed that the career ladder and experience in the schools from the freshman year should be a part of all teacher education programs. Eighty-three percent agreed that COP trainees were better prepared for teaching than students going through the traditional teacher training programs. One hundred percent of the teachers and, three team leaders agreed. Only one third of the administrators agreed, however. Eighty percent of the respondents felt that the graduates of COP will be as successful as graduates from other teacher education programs. Only three percent disagreed. Seventeen percent were unsure. Of this group who were unsure, 50% were administrators.

The eighth item compared the commitment of COP trainees with students from traditional programs. Seventy-seven percent of the sample disagreed with the statement that COP trainees were not committed to teaching as students in more traditional programs. Eighty-nine percent stated that the trainees were able to demonstrate adequate teaching skills.

A number of items related to the general area of communications between groups. Sixty-nine percent agreed that there

were effective communications between the trainees and COP staff. Nine of the eleven trainees agreed.

The fourteenth item was concerned with whether team leaders facilitated communications between trainees and training teachers. Sixty percent of the group agreed. Seventy-seven percent of the teachers and 45% of the trainees agreed. Seventy-nine percent felt that the team leaders established effective relationships with the principals. Eighty-three percent of the administrators, 100 percent of the team leaders and training teachers, and 54% of the trainees checked agreed or strongly agreed to this item.

Another area of questioning concerned the administration of the program. Two questions were on the effectiveness of the chain of command which was one of the project objectives this year. Seventy-seven percent checked that they agreed or strongly agreed that the trainee knew the proper channels to go through if he had a problem. Ninety-one percent of the trainees said agreed or strongly agree to this item, 100% of the team leaders, 67% of the administrators and 77% of the training teachers also agreed. Seventy-four percent of the sample felt that the chain of command was understood by all parties. Only four individuals, two of which were team leaders, disagreed.

Slightly over a third of the respondents felt that the school team units did not operate smoothly and efficiently. Fifty-four percent of the trainees felt this way and 2 out of the 4 technical assistance task force members concurred. Fifty-four percent of the sample disagreed to some extent to this view. Two thirds of the respondents stated that the trainees had an adequate voice in the administration and functioning of COP. Two items were concerned with the program and instructional leadership characteristics of the COP staff. Two thirds of the sample reported they agreed to some extent that the COP staff demonstrated effective leadership for the program. Only eleven percent disagreed. Twenty-three percent were uncertain. Fifty-four percent checked that the COP staff exhibited effective instructional leadership. Twenty-eight percent disagreed. Seventeen percent were unsure. Sixty-three percent felt that all participating groups were given the opportunity to participate in the identification of general and specific goals and priorities of COP. Only twenty percent disagreed.

Six items related to evaluation. Item 10 concerned with whether teachers and supervisors provided honest and straight forward evaluation of the trainees. Forty-six percent marked that they disagreed to some extent to that. Forty percent agreed. Fifty-four percent of the trainees disagreed along with 2 of the 3 team leaders. Two thirds of the training teachers and half of the administrative group agreed. Item 17 was somewhat related and stated that the evaluation of the training teachers was valuable in modifying the trainees teaching behavior. Forty percent agreed while 37% were unsure and 20% marked some level of disagreement. Thirty-six percent of the trainees fell in both the agreement and disagreement columns. Two out of the 4 technical assistance task force members who were not team leaders also disagreed.

Item 18 was concerned with whether the evaluation of the training teachers was effectively communicated to the trainees. Only twenty-seven percent of the trainees showed an agreement to this statement, 2 strongly agreed, and one agreed. About one third were unsure and another third disagreed. Fifty-five percent of the teachers stated they were unsure.

Item 25 was a more general question and asked whether the evaluation process in the program led to effective learning on the part of trainees. Fifty-seven of the sample checked the agreement categories while 25% were unsure and 17% disagreed. Three of the four Technical Assistance Task Force members, not team teachers, disagreed along with one of the three team leaders and 18% of the trainees.

Slightly over a third of the respondents were unsure whether all the participants were asked to evaluate the various phases, activities and programs of COP. Only eight percent, however, disagreed.

Item 32 stated that insufficient feedback was available regarding the performance of trainees, children and staff. Forty percent agreed, 34% disagreed and 26% were unsure. Fifty percent of the administrators and technical assistance task force as well as 33% of the training teachers and 45% of the trainees agreed to some extent that there was insufficient feedback available.

A number of items were concerned with process. Item 11 related to the college courses provided trainees and stated: course experiences on the whole were <u>not</u> related to classroom experiences. Only fourteen percent disagreed. Thirty-one percent were unsure and the remaining 54% agreed. Only 18% of the trainees felt that courses were not related to classroom experiences. Eighty-two percent felt on the whole they were related.

Item 12 was that instructors of these courses geared their instruction to the needs of the trainees. Slightly over one half were unsure; twenty-five per cent agreed and the remainder disagreed. Of the group that disagreed 5 of the 8 were trainees.

Whether training teachers provided adequate models of teaching skills was the theme of item 16. Only three percent strongly agreed, 63% agreed while 17% were unsure and 14% disagreed to the item. Twenty-seven percent of the trainees and 50% of the Technical Assistance Task Force disagreed that teachers provided adequate models. About one third of the trainees and three-fourths of the training teachers agreed.

Three items related to the trainees specifically. Item five was most of the trainees took the responsibility for executing their own program. Forty-five percent agreed, only one respondent strongly agreed; thirty-one percent was unsure and twenty-three percent disagreed. Forty-five percent of the trainees, along with half of the Technical Assistance Task Force members disagreed.

Item 29 dealt with whether trainees were guided to develop their own unique styles of teaching after minimal competencies were accomplished. Eighty percent reported that this was true. Only eleven percent said no. Of the four who disagreed 2 were trainees and 2 technical assistance task force members.

The effort made by the staff to guide trainees to identify and nurture the individuality of children was the topic of item 23. Slightly over three-fourths of the sample agreed. Only 4 out of the 35 respondents disagreed, two were trainees and 2 were Technical Assistance Task Force members.

Two items were on the topic of cost. Item 36 was that COP was not cost effective. Slightly over one half were unsure. Twenty-three percent agreed and twenty-six percent disagreed. Item 37 asked whether the cost of COP would prevent most schools from trying a similar program. Slightly over one-third were unsure, about 50% agreed and 17% disagreed.

One item concerned the community base for the program. Less than one quarter of the sample felt that community participation and involvement was effectively included in COP.

Almost all the sample, 97%, reported that COP was a growth learning process on the part of all those involved.

The trees are green.

The bark is brown.

The path is brown.

The rabbits are gray.

The sun is yellow.

From "Our Senses", Grade 4

TABLE III

Attitudes expressed by Trainees, Training Teachers, Team Leaders, School Administrators, Technical Assistance Task Force Members and Educational Development Center Staff Members to 40 items concerning COP (N=35)

Responses in Percentages					Item #	Item
SA	A	?	DA	SDA		
31.42	37.14	14.28	11.42	5.71	1.	There was effective communication between the trainees and COP staff.
22.85	54.28	11.42	11.42	0.00	2.	If a trainee had a problem, he knew the proper channels to go through.
17.14	57.14	14.28	8.57	2.85	3.	The chain of command was clearly understood by team leaders, school administrators and cooperating teachers as well as the trainees.
25.71	40.00	22.85	5.71	5.71	4.	The COP staff demonstrated effective leadership for the program.
2.85	42.85	31.42	20.00	2.85	5.	Most of the trainees took the responsibility for executing their own program.
60.00	22.85	8.57	5.71	2.85	6.	The COP trainees were better prepared for teaching than students going through the traditional teacher training programs.
2.85	45.71	25.71	17.14	5.71	7.	The trainees were very professional.
0.00	8.57	11.42	54.28	22.85	8.	The COP trainees were not as committed to teaching as students in more traditional programs.
8.57	25.71	11.42	45.71	8.57	9.	The school team units did not operate smoothly and efficiently.
8.57	31.42	14.28	34.28	11.42	10.	Teachers and supervisors provided honest and straight forward evaluation to the trainees.
5.71	8.57	31.42	45.71	8.57	11.	Course experiences on the whole were not related to classroom experiences.
0.00	25.71	51.42	17.14	5.71	12.	Instructors geared their instruction to the needs of the trainees.
17.14	62.85	17.14	0.00	2.85	13.	Team leaders established effective relationships with the principal.

Responses in Percentages SA	A	?	DA	SDA	Item #	Item
11.42	48.57	31.42	5.71	2.85	14.	Team leaders facilitated communication between trainees and training teachers.
14.28	74.28	5.71	2.85	2.85	15.	The trainees were able to demonstrate adequate teaching skills.
2.85	65.71	17.14	14.28	0.00	16.	Training teachers provided adequate models of teaching skills.
5.71	34.28	37.14	14.28	5.71	17.	The evaluation of the training teachers was valuable in modifying the trainees teaching behavior.
5.71	31.42	42.85	17.14	2.85	18.	The evaluation of the training teachers was effectively communicated to the trainees.
11.42	37.14	25.71	14.28	11.42	19.	The school principals facilitated the success of the COP program.
20.00	40.00	31.42	5.71	2.85	20.	Training teachers had more effect on modifying trainee's teaching skills than the courses taken by the trainees.
5.71	28.57	37.14	17.14	11.42	21.	The evaluation feedback from the principals to the trainees was an effective component of the program.
0.00	42.85	45.71	11.42	0.00	22.	The COP program was able to structure the academic program for the trainees so that maximum transfer took place in the classroom.
31.42	45.71	11.42	11.42	0.00	23.	A marked effort was made by the staff to guide trainees to identify and nurture the individuality of children.
5.71	62.85	22.85	8.57	0.00	24.	The students taught by the trainees were involved in the decision making and were aware of the skills required for tasks.
5.71	51.42	25.71	17.14	0.00	25.	The evaluation process in the program led to effective learning on the part of the trainees.
8.57	54.28	17.14	20.00	0.00	26.	All participating groups were given the opportunity to participate in the identification of general and specific goals and priorities of COP.

Responses in Percentages SA	A	?	DA	SDA	Item #	Item
0.00	28.57	65.71	2.85	2.85	27.	The faculty at Farmington were encouraged to become actively involved in COP.
11.42	45.71	34.28	8.57	0.00	28.	All the participants, training teachers, trainees etc. were asked to evaluate the various phases, activities and programs of COP.
11.42	68.57	8.57	11.42	0.00	29.	Trainees were guided to develop their own unique styles of teaching after minimal competencies were accomplished.
0.00	14.28	20.00	48.57	17.14	30.	Trainees did not have an adequate voice in the administration and functioning of COP.
45.71	51.42	2.85	0.00	0.00	31.	COP was a growth learning experience on the part of all those involved.
5.71	34.28	25.71	25.71	8.57	32.	Insufficient feedback was available regarding the performance of trainees, children, and staff.
8.57	28.57	5.71	34.28	22.85	33.	The standards set for COP trainees was not as high as students in the regular teacher training program.
2.85	20.00	40.00	31.42	5.71	34.	Community participation and involvement was effectively included in COP.
14.28	40.00	17.14	22.85	5.71	35.	The COP staff exhibited effective instructional leadership.
5.71	17.14	51.42	20.00	5.71	36.	The COP was not cost effective.
11.42	37.14	34.28	11.42	5.71	37.	The cost of COP would prevent most schools from trying a similar program.
68.57	22.85	2.85	5.71	0.00	38.	The career ladder and experience in the schools from the freshman year should be a part of all teacher education programs.
42.85	37.14	17.14	2.85	0.00	39.	Graduates of COP will be as successful as graduates from other teacher education programs.
68.57	25.71	2.85	2.85	0.00	40.	Teaching competencies can be better learned in the public schools in working with teachers and students than in the college classroom.

RECOMMENDATIONS

In analyzing the results of the Lewiston Career Opportunity program, a number of recommendations can be made to groups involved in or establishing a field based teacher education program. These recommendations are listed under five categories: Philosophy and goals, governance, curriculum and instruction, the participants, and research and evaluation.

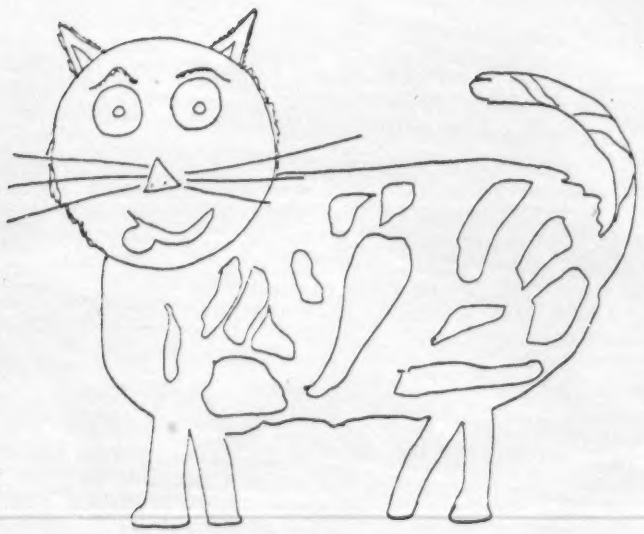
PHILOSOPHY AND GOALS

1. Teacher training institutions should consider the establishment of field based teacher education programs which begin the freshman year of the student's program.

2. There should be a consortium approach and colleges should utilize more effectively the school districts, State Department of Education and other such agencies in the development and functioning of the program.

3. Alternate approaches to the traditional teacher training models ought to be encouraged and given financial support.

4. There should be more exchange of roles or personnel between colleges, school districts and the State Department of Education on a visiting basis. For example, college professors could work in public school situations for a period of time, or in the state department of education.



GOVERNANCE

1. Performance Objectives need to be set up for the administration and functioning of any advisory group.

2. The Advisory group should be broadbased and include all publics involved, including community representatives.

3. The roles and functions of each group need to be defined and chain of command established early in the program.

4. There should possibly be a distinction between an advisory group and the technical assistance task force which would be more directly involved in carrying on the everyday execution of the program.

CURRICULUM AND INSTRUCTION

1. Courses in methods and instruction need to be evaluated in terms of current practices in the schools.

2. Professors and instructors should be concerned with converting theory into practice and become more involved in monitoring the translation process.

3. Different organizational patterns should be explored. Four years of an on-the-job experience could be arranged on different types of sequences and time frames.

4. Students should have sufficient involvement in campus life and culture as well as experiences in the field.

5. Many different field experiences should be arranged for students in different types of schools and on different levels of instruction.

6. Courses taught in the field need to be really "field based." Input from local personnel should be sought. Transfer and translation should be possible.

7. Courses taught at centers ought to involve the cooperating teachers as well as the trainees and college staff in the planning and conducting of such courses.

8. The scheduling of the courses should be arranged so that the participants are not overloaded with other tasks when they take the course and the time of day is conducive to learning.

THE PARTICIPANTS

1. There needs to be close screening of training teachers as well as trainees.

2. Roles and/or performance objectives should be communicated to the participants.

3. Training or cooperating teachers need to be trained to supervise interns or student teachers.

4. There should be more than academic screening of trainees. Interest, adjustment and other personality factors, values and other personal qualities should be checked.

5. Openness should be developed so that communications are honest between all groups. This might be accomplished through communications or group dynamics workshops.

6. At each school or center a team leader ought to be appointed as a facilitator and liaison between trainees, teachers, school, and college.

RESEARCH AND EVALUATION

1. Evaluation needs to be constantly attempted or continuous and should be built into each program.

2. Evaluation should be made of the goals and philosophy, curriculum and instruction, participants, training teachers and other involved personnel, the cost effectiveness, as well as the evaluation procedure by all those involved in the program as well as by an external or outside evaluator.

3. Research should be attempted to assess the success of the components of the program.

4. Follow-up studies should be periodically conducted on the success of the graduates.

APPENDICES

1. Technical Assistance Task Force, Career Opportunities Program

   Rose Briggs, Career Opportunities Program, Trainee Representative

   Henry Hall, Elementary Principal, Lewiston School Department

   Sandy Johnson, Educational Coordinator, University of Maine, Farmington

   Richard McCallum, Elementary Teacher, Lewiston School Department, Team Leader, Career Opportunities Program

   Bryce Meldrum, Instructor and Director, Androscoggin County Field Experience Center, University of Maine, Farmington

   David Odiorne, Elementary Teacher, Auburn School Department

   David Tilton, State Career Opportunities Program Coordinator, Department of Educational and Cultural Services

   Glen Wilcox, Career Opportunities Program Director

2. Career Opportunities Program Graduates (Year III)

   Rachael Billings
   Richard Campbell
   Doris Frank
   Ruth Linehan
   Diane Peseckis
   Irene Spencer

   Career Opportunities Program Graduates (Year IV)

   Paul R. Berube
   Rose Marie Briggs
   Phil Brookhouse
   Theresa Caron
   Michael Charron
   Dana Crooker
   Laura Deraspe
   Richard Ducharme
   James H. Gondek
   Robert Goulet
   Roland Hachey
   Armand S. Madore
   Doria Masse
   Linda McCallum
   Richard Morin
   Richard Poulin
   Robert Tribou

APPENDICES

3. Career Opportunities Program Staff

   Glen Wilcox, Director

   Sandy Johnson, Educational Coordinator, University of Maine, Farmington

   Dorothy Levesque, Bookkeeper

   Lucille Hartford, Secretary

4. Lewiston School Department: Superintendent, Principal, Team Leaders, and Training Teachers, Year IV

   Joseph Deschenes, Superintendent of Schools

   Layton Spiller, Elementary Supervisor

   John Aliberti, Intermediate School Principal
   Richard A. Bernier, Elementary Principal
   Robert V. Connors, Principal, Junior High School
   Henry A. Hall, Elementary Principal
   Robert J. Provencher, Elementary Principal
   Carroll G. Scribner, Elementary Principal
   John Seymour, Elementary Principal

   William Gardner, Team Leader, Junior High School
   Raymond Leclair, Team Leader, Montello Intermediate School
   Richard McCallum, Team Leader, Jordan Elementary School

   Lucille Allen, Teacher, Jordan Elementary School
   Doris Beaudin, Teacher, Jordan Elementary School
   Patricia Brookhouse, Teacher, Montello Intermediate School
   Catherine Faust, Teacher, Dingley Elementary School
   Lynette Furtado, Teacher, Montello Intermediate School
   Elenor Gove, Teacher, Montello Intermediate School
   Louise Lavoie, Teacher, Junior High School
   Joleen Marcoux, Teacher, Jordan Elementary School
   Karen Marsh, Teacher, Jordan Elementary School
   Jeanne Paradis, Teacher, Montello Intermediate School
   Marguerite Pelletier, Teacher, Jordan Elementary School
   Rose Snyder, Teacher, Jordan Elementary School
   Russell Warnberg, Teacher, Montello Intermediate School

5. Model Cities, Lewiston

   Sandy Rioux, Director

6. Maine State Department of Educational and Cultural Services

   Carroll R. McGary, Commissioner

   Robert J. Gerardi, Associate Commissioner, Bureau of Instruction

   Robert P. Ho, Director, Division of Teacher Education - Higher Education

   David C. Tilton, State Career Opportunities Program Coordinator

7. University of Maine, Farmington - Administration

   Dr. Einer Olsen, President

   Dr. Dick Rice, Academic Vice-President

   Dr. Arlene Low, Chairperson, Department of Elementary Education

   Sandy Johnson, Educational Coordinator, Career Opportunities Program

8. Mid-Coast Educational Development Center

   Marvin Rosenblum

   Ray A. Cook

   Earle Pease

9. Regional and National Career Opportunities Program

   Region I.

   Mr. William T. Logan, Jr., Regional Commissioner
   Office of Education/DHEW
   JFK Federal Building, Boston 02203

   Ms. Jewell C. Chambers, Regional Project Officer
   Office of Education/DHEW
   JFK Federal Building, Boston 02203

   National

   J. Ned Bryan, National Coordinator
   Career Opportunities Program
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   Washington, D.C.